

SPRING VALLEY HIGH

120 Sparkleberry Lane
Columbia, SC 29229

| | | |
|-----------------------|----------------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 2,002 Students | |
| Principal | Dr. Gregory C. Owings | 803-699-3500 |
| Superintendent | Dr. Katie Brochu | 803-787-1910 |
| Board Chair | Bill Flemming, Jr., D.M.D. | 803-261-1992 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|-----------------------|
| 2010 | Excellent | Below Average* |
| 2009 | Good | At-Risk |
| 2008 | Excellent | Good |
| 2007 | Good | Below Average |
| 2006 | Excellent | Excellent |

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 6 | 13 | 2 | 0 | 0 |

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 89.4% | 85.4% | 83.0% | 86.5% | 82.3% | 84.2% |
| Passed 1 subtest (%) | 6.2% | 7.0% | 8.9% | 7.7% | 10.4% | 9.2% |
| Passed no subtests (%) | 4.4% | 7.6% | 8.1% | 6.4% | 8.1% | 7.3% |

HSAP Passage Rate by Spring 2010

| | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 92.8% | 93.3% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 480 | 498 | 403 | 377 |
| Number of Graduates in Cohort | 339 | 378 | 305 | 287 |
| Rate | 70.6% | 75.9% | 73.2% | 74.9% |

*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 90.3% | 79.4% |
| English 1 | 82.4% | 77.4% |
| Physical Science | 75.8% | 66.4% |
| US History and the Constitution | 59.4% | 55.5% |
| All Tests | 76.3% | 68.8% |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=2,002) | | | | |
| Retention rate | 5.5% | Down from 6.1% | 2.8% | 3.7% |
| Attendance rate | 96.8% | Up from 96.7% | 96.4% | 95.4% |
| Eligible for gifted and talented | 29.0% | Up from 18.2% | 16.7% | 12.4% |
| With disabilities other than speech | 9.3% | Up from 8.7% | 9.7% | 12.8% |
| Older than usual for grade | 8.1% | Up from 7.2% | 7.2% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 3.8% | Down from 4.2% | 0.9% | 1.1% |
| Enrolled in AP/IB programs | 23.5% | Up from 22.4% | 22.3% | 13.1% |
| Successful on AP/IB exams | 84.5% | Down from 87.0% | 59.3% | 50.4% |
| Eligible for LIFE Scholarship | 29.7% | Up from 29.3% | 33.4% | 30.4% |
| Annual dropout rate | 2.7% | Up from 1.3% | 2.8% | 3.1% |
| Career/technology students in co-curricular organizations | 5.0% | Up from 4.3% | 3.2% | 2.2% |
| Enrollment in career/technology courses | 1003 | Up from 905 | 738 | 424 |
| Students participating in work-based experiences | 55.5% | Down from 56.4% | 16.3% | 11.7% |
| Career/technology students attaining technical skills | 80.6% | Down from 85.1% | 82.2% | 78.7% |
| Career/technology completers placed | 94.8% | Down from 95.5% | 100.0% | 98.5% |
| Teachers (n=132) | | | | |
| Teachers with advanced degrees | 72.7% | Up from 67.9% | 64.6% | 60.4% |
| Continuing contract teachers | 68.2% | Up from 64.1% | 76.7% | 76.6% |
| Teachers with emergency or provisional certificates | 4.1% | Down from 8.5% | 5.4% | 6.5% |
| Teachers returning from previous year | 86.9% | Up from 84.8% | 87.4% | 86.8% |
| Teacher attendance rate | 96.0% | Up from 94.9% | 95.9% | 95.8% |
| Average teacher salary* | \$55,332 | Up 2.1% | \$48,949 | \$47,390 |
| Professional development days/teacher | 7.2 days | Down from 8.0 days | 8.6 days | 10.0 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 28.6 to 1 | Up from 26.3 to 1 | 28.5 to 1 | 25.8 to 1 |
| Prime instructional time | 92.0% | Up from 90.6% | 91.5% | 90.1% |
| Dollars spent per pupil** | \$8,974 | Up 5.6% | \$7,187 | \$7,974 |
| Percent of expenditures for teacher salaries** | 61.4% | Up from 58.3% | 58.3% | 55.4% |
| Percent of expenditures for instruction** | 66.4% | Up from 63.5% | 62.4% | 60.4% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 78.7% | Up from 66.2% | 96.3% | 96.0% |
| Character development program | Excellent | No Change | Good | Good |
| Modern language program assessment | N/A | N/A | Good | Average |
| Classical language program assessment | N/A | N/A | Good | Average |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2010 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 | | |
|----------------------------|----------------------------------|--------|----------------------------------|-------|-------------------------------|-------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 374 | 92.8% | 1849 | 76.3% | 498 | 75.9% | No |
| Gender | | | | | | | |
| Male | 189 | 91.0% | 911 | 77.5% | 250 | 72.4% | N/A |
| Female | 185 | 94.6% | 938 | 75.1% | 248 | 79.4% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 158 | 97.5% | 668 | 90.3% | 191 | 87.4% | N/A |
| African American | 181 | 87.8% | 997 | 66.3% | 253 | 66.4% | N/A |
| Asian/Pacific Islander | 20 | 100.0% | 97 | 89.7% | 27 | 96.3% | N/A |
| Hispanic | 12 | 91.7% | 70 | 64.3% | 23 | 56.5% | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 18 | 72.2% | 122 | 49.2% | 28 | 53.6% | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 108 | 71.3% | 11 | 90.9% | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 94 | 85.1% | 585 | 63.6% | 138 | 61.6% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Spring Valley High School enjoyed another banner year in 2009-10. Our SAT, ACT, and AP Scores were all above the National Average, the highest in the Midlands, and the highest in the school's history. Twelve students earned 25 perfect 800 SAT scores, three students scored a perfect 2400, and one student scored a perfect 36 ACT score. Spring Valley was recognized by the State Department of Education for outstanding performance on the ACT and SAT Tests. Our Math and Mock Trial Teams were very successful in State Competitions. The students in Our Magnet Program won over 60 awards for science research at the SC Junior Academy of Science Competition. The senior class had four National Merit Finalists, 28 Palmetto Fellows, 39 High School League Scholar Athletes, 28 SC Academic Honor Graduates, 90 Hope Scholarships, and 115 Life Scholarship recipients. This senior Class had over \$33 million in offered scholarships, and over 61% of the seniors received a scholarship. This year we set a record for collections at Winter Days. The Viking Band, Viking Singers, and Orchestra received Superior Ratings at all of their competitions. Our ROTC Drill Team won the State Championship for the 25th consecutive year, and they were also named a top National Distinguished ROTC Unit. In athletics, 11 teams won Regional Championships, and our Boys Track and Girls Basketball Teams were State Runner-Ups. Our Boys Tennis Team won the State Championship. Josh Drews was selected as the SC Art Educator of the Year and Michelle Spigner was a recipient of the prestigious Presidential Award for Excellence in Mathematics and Science Teaching. This year Spring Valley expanded the afterschool tutoring program, adding a special session for Credit Recovery for seniors, and implementing a reading program for marginal readers. The GBE Goals for teachers focused on reading primary documents and writing across the curriculum. Our career and technical courses were revamped and additional opportunities for students to become completers was provided.

Greg Owings, Principal

Lorna Dawes, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 103 | 358 | 46 |
| Percent satisfied with learning environment | 96.0% | 76.9% | 89.1% |
| Percent satisfied with social and physical environment | 99.0% | 82.7% | 93.5% |
| Percent satisfied with school-home relations | 96.1% | 88.0% | 87.0% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|-----|
| School Improvement Status | N/A |
|---------------------------|-----|

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality Data

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.1% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.3% | 0.0% | No |

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 480 | 98.5 | 10.8 | 22.6 | 31.2 | 35.4 | 75.2 | 71.4 | 65.9 | Yes | Yes |
| Male | 230 | 98.3 | 14.5 | 24.8 | 33.2 | 27.6 | 68.2 | 64.9 | 60.8 | N/A | N/A |
| Female | 250 | 98.8 | 7.6 | 20.6 | 29.4 | 42.4 | 81.5 | 77.6 | 71 | N/A | N/A |
| White | 163 | 98.8 | 1.3 | 14.9 | 33.8 | 50 | 92.2 | 87.5 | 77.5 | Yes | Yes |
| African American | 266 | 98.9 | 17.2 | 29.2 | 29.6 | 24 | 63.6 | 63.6 | 49.7 | No | Yes |
| Asian/Pacific Islander | 33 | 93.9 | 6.5 | 6.5 | 19.4 | 67.7 | 90.3 | 86.4 | 80.2 | I/S | I/S |
| Hispanic | 17 | 100 | 11.8 | 23.5 | 52.9 | 11.8 | 64.7 | 64.6 | 56.8 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 31 | 100 | 51.7 | 27.6 | 20.7 | 0 | 27.6 | 20.6 | 21.3 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 21 | 85.7 | 14.8 | 14.8 | 37 | 33.3 | 70.4 | 60.8 | 47.3 | I/S | I/S |
| Subsidized meals | 161 | 98.1 | 18.4 | 30.6 | 34.7 | 16.3 | 60.5 | 56.6 | 51.5 | No | Yes |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 480 | 98.3 | 13.1 | 20.8 | 24.8 | 41.2 | 73.4 | 67.7 | 62.3 | Yes | Yes |
| Male | 230 | 97.8 | 14.6 | 21.6 | 24.4 | 39.4 | 70.4 | 66.1 | 61.7 | N/A | N/A |
| Female | 250 | 98.8 | 11.8 | 20.2 | 25.2 | 42.9 | 76.1 | 69.3 | 63 | N/A | N/A |
| White | 163 | 98.8 | 1.9 | 11.7 | 24.7 | 61.7 | 92.2 | 87.8 | 75 | Yes | Yes |
| African American | 266 | 98.9 | 21.6 | 28.8 | 25.6 | 24 | 58.4 | 58 | 44 | No | Yes |
| Asian/Pacific Islander | 33 | 93.9 | 0 | 3.2 | 12.9 | 83.9 | 96.8 | 93.2 | 85.5 | I/S | I/S |
| Hispanic | 17 | 94.1 | 12.5 | 18.8 | 37.5 | 31.3 | 81.3 | 59.3 | 56.7 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | I/S | I/S |
| Disabled | 31 | 96.8 | 57.1 | 21.4 | 10.7 | 10.7 | 25 | 20.1 | 22.1 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 21 | 81 | 7.7 | 23.1 | 26.9 | 42.3 | 80.8 | 65.8 | 52.6 | I/S | I/S |
| Subsidized meals | 161 | 97.5 | 21.2 | 33.6 | 23.3 | 21.9 | 54.8 | 50.8 | 48.1 | No | Yes |

Physical Science (End-of-Course Test performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 477 | 92.7 | 36.4 | 25.8 | 15.2 | 22.6 | 37.8 | N/A | N/A | N/A | N/A |
| Male | 228 | 91.2 | 35.6 | 24.5 | 13.9 | 26.0 | 39.9 | N/A | N/A | N/A | N/A |
| Female | 249 | 94.0 | 37.2 | 26.9 | 16.2 | 19.7 | 35.9 | N/A | N/A | N/A | N/A |
| White | 161 | 96.3 | 18.1 | 29.0 | 16.1 | 36.8 | 52.9 | N/A | N/A | N/A | N/A |
| African American | 265 | 90.6 | 51.3 | 25.8 | 12.5 | 10.4 | 22.9 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 33 | 93.9 | 16.1 | 9.7 | 29.0 | 45.2 | 74.2 | N/A | N/A | N/A | N/A |
| Hispanic | 17 | 88.2 | 26.7 | 26.7 | 20.0 | 26.7 | 46.7 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 28 | 71.4 | 65.0 | 15.0 | 5.0 | 15.0 | 20.0 | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 30 | 86.7 | 23.1 | 19.2 | 23.1 | 34.6 | 57.7 | N/A | N/A | N/A | N/A |
| Subsidized meals | 159 | 87.4 | 54.7 | 25.2 | 10.1 | 10.1 | 20.1 | N/A | N/A | N/A | N/A |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 478 | 97.5 | 8.2 | 27.6 | 28.2 | 36 | 76.3 | 68.2 | 61.8 |
| | 2010 | 480 | 98.5 | 10.8 | 22.6 | 31.2 | 35.4 | 75.2 | 71.4 | 65.9 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 478 | 98.3 | 11.8 | 23.8 | 23.3 | 41.2 | 75.1 | 67.6 | 62.7 |
| | 2010 | 480 | 98.3 | 13.1 | 20.8 | 24.8 | 41.2 | 73.4 | 67.7 | 62.3 |

* Adjusted to account for natural variation in performance.